**K-5 ELA Lesson Plan**

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| **Teacher: Klingler, Nixon-Carlos, Vaccaro** | | | **Grade: 2** | | | **Date(s)**: 9.6.12-9.11.12 |
| **Unit Title:** Unit 1 - A Story to Share | | | **Corresponding Unit Task:** Task Three - Interview | | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?**  **How do characters develop throughout a story?**  **How do illustrations and words in a text help readers comprehend what they read?**  **How do good writers share their opinion with readers?**  **How do good writers tell the story of someone else’s life? How can a good speaker effectively share a story with an audience?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Assessments**  Task 3 Checklist and Rubric (link in GEMS)  **Books/Passages**  Questions for Grandma (Common Core file)  [**Interview Transcript**](http://long-island.newsday.com/kids/kidsday/kidsday-interviews-author-kathryn-lasky-1.3827439)  **Student Materials**  Community Member Interview Response Sheet  **Other Materials**  Vocabulary Cards  Paper  Pencils  Clipboards  Martials for **Statement and Question Cards** activity  Materials for **Statement and Question Punctuation Game**    [statement vs question powerpoint.potx](statement%20vs%20question%20powerpoint.potx)  [**Questions for grandma.pdf**](file:///H:\Hunter%202012-2013\Questions%20for%20grandma.pdf)  <http://www.abcteach.com/free/r/rc_worldleaders_popejohnpaul2_elem.pdf>  [*http://www.landmarkoutreach.org/publications/spotlight/two-column-method-note-taking*](http://www.landmarkoutreach.org/publications/spotlight/two-column-method-note-taking)  Dictionary Power Point:[**http://www.powershow.com/view/9069-MDAwO/Use\_a\_Dictionary\_flash\_ppt\_presentation**](http://www.powershow.com/view/9069-MDAwO/Use_a_Dictionary_flash_ppt_presentation)  [**http://typingforchildren.com/keyboard-template.html**](http://typingforchildren.com/keyboard-template.html)  [**President Obama interview**](http://www.scholastic.com/browse/collection.jsp?id=843)  [**Girl Scout Interview**](http://www.scholastic.com/browse/video.jsp?pID=1648673895&bcpid=1648673895&bclid=1699105564&bctid=1507756898001) | | | | **key idea story**  **plot setting**  **major events topic**  **capitalization facts**  **context clues noun**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters** | | |
| **Learning Experience(s)** | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.**  **RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  **I Can Statement(s):**   * **I can ask and answer questions.** * **I can read and comprehend second grade informational text.**   **Instructional Plan:**  **Day One –**   1. **Whole Group:** Introduce and discuss engaging scenario. Define unknown terms. 2. Show video of [**Girl Scout Interview**](http://www.scholastic.com/browse/video.jsp?pID=1648673895&bcpid=1648673895&bclid=1699105564&bctid=1507756898001)**.** Discuss what we notice the interviewer is doing and what the interviewee is doing and record on a T-chart.   **Day Two –**   1. **Whole Group:** Work together as a class to read [interview transcript.](http://long-island.newsday.com/kids/kidsday/kidsday-interviews-author-kathryn-lasky-1.3827439) Discuss what we notice about the format of the transcript. (People’s names, how they are written, where they appear, the fact that they are bold.)   **Day Three –**   1. **Whole Group:** Students watch part of [President Obama interview](http://www.scholastic.com/browse/collection.jsp?id=843) and review what the interviewer and interviewee should be doing during the interview. Teacher points out eye contact, tone of voice, etc. Discuss how interviewer can remember answers – might need to take notes. 2. Teacher plays another part of video and while video is playing, models taking notes about person’s answers. Model that students need to write a few important words for each answer. 3. Teacher plays final part of interview and students record notes about person’s response.   **Day Four –**  ***\*Students will conduct interview of another second grade teacher in pairs. Teacher will type list of brainstormed questions and give one question to each pair to ask.***   1. **Whole Group:** Task #3 - Students will conduct interview of another second grade classroom teacher. They will record notes on their paper as they ask their question. | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.8. Recall information from experiences or gather information from provided sources to answer a question.**  **I Can Statement(s):**   * **I can produce complete simple sentences**. * **I can write a sentence using correct letter formation, punctuation and capitalization.** * **I can get information from the world around me to answer questions.**   **Instructional Plan:**  **Day One –**  **(Refer to SF Grammar & Writing Book Lesson 4 p. 68 for additional resources about Statements & Questions.)**   * **Whole Group:** Mini-lesson on questions vs. statements. Teacher defines each term and gives some examples. Teacher explains that questions have specific words at the beginning (who, what, why, when, etc.) they end with a question mark and they require some kind of answer or response. A statement gives information about something and ends in a period. * **Whole Group:**   **Statement and Question Punctuation Game:** Teacher writes sentences (mix of statements and questions) on anchor chart paper. Students come one at a time to read sentence. Determine if it is a question or statement and add correct ending punctuation. Justify answer (underlining questioning word at beginning of sentence, answering question, etc.)  **Statement and Question Cards:** Using [statement vs question powerpoint.potx](statement%20vs%20question%20powerpoint.potx) Teacher creates two-sided student note cards with word Statement and period on one side and Question and question mark on the other. Teacher reads sentence and students hold up matching side of card to identify if sentence is statement or question. Randomly select student to explain their answer or have students think-pair-share about their choice.  **Day Two –**   * **Whole Group:** Review engaging scenario. Teacher models creating appropriate questions by working with the class to develop 2-4 questions for our interview. * **Small Group Work:** Students work together in groups to brainstorm two more questions for the interview. * Students share their questions with the group and class evaluates questions to determine if they are appropriate or not.   **Day Three –**   * **Whole Group:** Teacher will model interview techniques with a student. Teacher will ask student 1-2 questions from brainstormed list yesterday. Teacher will model eye contact and tone of voice while taking notes for students to see. Class will discuss what went well during the interview and what needs work. * **Small Groups:** Students will work in groups of four. Two students work on interview – one asks the other 1-2 questions we brainstormed yesterday. Students will practice making eye contact, using a good tone of voice, and recording notes about the person’s answers. The other two students will watch the interview and provide feedback and what was good and needs work. Then students will switch jobs.   **Day Four –**   * **Partner Work –** Students will work with their partner to write their notes into a sentence. * **Small Group Work –** Students will meet with another pair to share their sentence. Students will check each other’s sentence to make sure they make sense and match the notes taken and the question that was asked. | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**  **L.2.2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **I Can Statement(s):**   * **I can demonstrate an understanding of classroom rules and expectations.** * **I can use second grade phonics skills when I decode words.** * **I can use second grade word analysis skills when I decode words.** * **I can tell short vowels when I read regularly spelled one syllable words.**   **Instructional Plan:**  **Day One –**   1. **Whole Group**: Classroom library rules, procedures, and expectations.   **Day Two –**   1. **Whole Group**: Classroom library rules, procedures, and expectations.   **Day Three –**   1. **Whole Group:** Word Study procedures – What is sorting? How do you sort? How do you label and cut your sort?   **Day Four –**   1. **Whole Group:** Word Study procedures – What is sorting? How do you sort? How do you label and cut your sort? | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.** 3. **Ask for clarification and further explanation as needed about the topics and texts under discussion.**   **SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**  **I Can Statements:**   * **I can discuss text in small and large groups.** * **I can ask for clarification or further explanation if needed.** * **I can recount key ideas from a text read aloud.** * **I can recount key ideas from information presented orally.** * **I can describe key ideas from a text read aloud.** * **I can describe key ideas from information presented orally.**   **Instructional Plan:**  **See Reading and Writing plans where students are collaborating with each other and participating in class presentations.** | | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; review of completion of biography.** * **Daily review of “I Can” statements** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** | |
| 1. Students are given question word (who, what, when, etc.) and must use word to generate question with correct punctuation. 2. Students can send a Thank You note to the community member to reflect how the interview assisted them with writing a biography. 3. Students can write a reflection of the interview process by answering the following questions:   Students can write a reflection of the interview process by answering the following questions:   * What did you find challenging about interviewing the community member? * What did you learn from the interview? * What was the most interesting thing you learned from this person? * What did you enjoy about learning how to interview someone? | | 1. Teacher can modify the number of interview questions used. 2. Teacher can provide assistance with taking notes for creating the brief summary following the interview**.** 3. Two – Column Notes (strategy can be used in steps 2, 3, 4, and 5)   Support for note taking during interview   * Teacher provides interview questions prerecorded in two-column notes format. * Teacher can provide more support by filling in some answers to the questions based on the written response from the interviewee.  1. For students who may need to take notes after the interview, record interview and provide teacher and/or peer support for taking notes when listening to the interview. The student engages in strategies noted above while listening to the recorded interview.   *Resources:*  *Two Column Notes* [*http://www.landmarkoutreach.org/publications/spotlight/two-column-method-note-taking*](http://www.landmarkoutreach.org/publications/spotlight/two-column-method-note-taking)  **Other Suggestions***:*   * The teacher may use his/her discretion to determine the modifications that should be made to the interview process. * The teacher may use his/her discretion to determine the modifications that should be made to the accommodate difficulties that the student may have taking notes while conducting the interview. | | | 1. For ELLs of lower language proficiency levels, it may be necessary to limit the number of interview questions required. 2. The “Interview Checklist” may need to be modified for ELLs with lower language proficiency levels. | |
| **Assessment(s) & Reflection** | | | | | | |
| **Assessment(s):**  Task 3 Checklist and Rubric (link in GEMS) | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*